

***CTE Standards Unpacking
Event Management***

Course: Event Management

Course Description: In Event Management, students organize, plan, implement, and evaluate events while developing event management skills.

Career Cluster: Hospitality and Tourism

Prerequisites: Recommended: Introduction to Hospitality, Tourism, & Recreation OR Foundations of Travel & Tourism

Program of Study Application: Event Management is a pathway course in the Hospitality and Tourism career cluster; Recreation, Travel & Tourism Pathway.

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| INDICATOR #EM 1: Students will analyze career opportunities in event planning and management. | | |
| SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify career opportunities in event planning and management | | |
| SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Assess personal and technical characteristics necessary for career success in event planning | | |
| Knowledge (Factual): -Various career opportunities in event planning and management that includes but is not limited to: <ul style="list-style-type: none"> • Tour director • Wedding planner • Caterer • Event coordinator • Club manager -Possible locations of employment that include but are not limited to: <ul style="list-style-type: none"> • Event Facility • Convention Centers • Private Businesses • Hotels • Sports Venues • Chamber of Commerce | Understand (Conceptual): -Event managers can work in a wide variety of settings. -There are several educational options to help prepare one for a career in event planning. -Successful event planning professionals display characteristics such as organization, attention to detail, and have strong communication skills. | Do (Application): -Conduct a web search to investigate the variety of event management career and the required knowledge and skills. -Compare and contrast job requirements with personal attributes |

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| <ul style="list-style-type: none"> • Non-profit organizations <p>- technical characteristics (e.g. licensure, degrees, etc.) and</p> <ul style="list-style-type: none"> • 4-year hospitality & tourism degree • Certified Meeting Professional Certification • Certified Meeting Planner Certification <p>-Prerequisite personal attributes for jobs in the field include organized, detail oriented, interpersonal communication skills, time management, problem-solver, negotiator, critical thinking, adaptable, attendance, punctuality, professional dress and behavior, positive attitude, collaboration, honesty, respect, responsibility.</p> | | |
| <p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Collect and display information about knowledge and skills needed for a successful event planning career. • Assess alignment of personal attributes with career requirements of event planning. | | |

| Academic Connections | |
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| ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA -9-12.RI.1 - Cite strong, relevant evidence | Sample Performance Task Aligned to the Academic Standard(s): ELA -Using SDMyLife, matchmaker, personality style, and learning style. Then write a short career report citing details and evidence found on SDMyLife. |

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| INDICATOR #EM 2: Students will explore professional roles and responsibilities of event planning. | | |
| SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Compare and contrast different kinds of events | | |
| SUB-INDICATOR 2.2 (Webb Level: 1 Recall): Define components of event coordination | | |
| SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Explore forms, records, and contracts related to event planning | | |
| SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Discuss legal, ethical, safety and security responsibilities of event planners | | |
| Knowledge (Factual): - Types of events to include but not limited to: conferences, seminars, meetings, trade shows, conferences, family events, weddings, parties -Event coordination to include: set-up, staffing, scheduling, logistics, -Floor plans, client interest forms, contracts, fees, cost of events, | Understand (Conceptual): -Different types of events that have different requirements and present unique challenges. -Creating a work plan is important to meet the needs of each specific event. -Professionals in this field use forms to gather information and track progress of work. Professional event planners are liable for client safety and must follow applicable laws and regulations | Do (Application): -Categorize types of events. -List the steps to follow when planning an event. -Identify which forms are necessary for each event. -Determine if a scenario is ethical, legal, and/or safe. |

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| -Know requirements of OSHA, legalities of copyright, labor laws, and food safety | | |
| Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Match tasks and duties with roles and responsibilities of event planners. • Classify forms based on their purpose in relation to planning of a specific event. • Summarize the legal and ethical ramifications of event planning. | | |
| Academic Connections | | |
| ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA - LITERACY.RST.2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | Sample Performance Task Aligned to the Academic Standard(s): ELA -Read an event proposal and identify the important components. Write a summary of the relevant concepts found within the proposal. | |

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| INDICATOR #EM 3: Students will create an event proposal. | | |
| SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Identify the purpose of the event | | |
| SUB-INDICATOR 3.2 (Webb Level: 1 Recall): Identify client needs, wants, and expectations | | |
| SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Create a budget based upon client input | | |
| SUB-INDICATOR 3.4 (Webb Level: 3 Strategic Thinking): Determine event logistics | | |
| SUB-INDICATOR 3.5 (Webb Level: 4 Extended Thinking): Present proposal for client feedback | | |
| Knowledge (Factual): -Purposes of events may include: celebration, entertainment, fundraising, business promotion, professional development | Understand (Conceptual): -Successful events address the needs, wants, and budgets of clients. -Attention to detail is crucial to event success. | Do (Application): -Match event type with event purpose. -Develop a standard set of questions to ask a client. |

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| <p>-Interviewing clients to gather information using prompts and active listening skills</p> <p>-Budget forms, current prices, sales tax, incomes, expenses, profit</p> <p>-Location, space, traffic patterns, maximum occupancy, fire codes, transition of space and use,</p> | <p>-Open lines of communication with the client are necessary.</p> | <p>-Create a spreadsheet that includes all necessary components of an event budget</p> <p>-Formulate a plan for the event to meet the clients' needs.</p> <p>-Summarize client needs, budget, and logistics of the event.</p> |
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Benchmarks:

Students will be assessed on their ability to:

- Design an event that meets client needs and budget requirements.
- Evaluate the event plan proposal with the client and make adjustments based on client feedback.

Academic Connections

| ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): | Sample Performance Task Aligned to the Academic Standard(s): |
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| <p>ELA</p> <p>- LITERACY.W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>- LITERACY.SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> | <p>ELA</p> <p>-Students will create a written event plan that clearly conveys complex details of an event as a method of informing the reader about the event.</p> <p>-Students will present a proposal detailing a fictional or real event, demonstrating that their plan is well fitted to the requirements of the event.</p> |

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| <p>Mathematics</p> <ul style="list-style-type: none"> - HSN.Q.A.3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities - HSG.MG.A.3 - Apply geometric methods to solve design problems | <p>Mathematics</p> <ul style="list-style-type: none"> -Students will create a budget that demonstrates an understanding of reasonable quantities for the event and attention to detail as it pertains to units. -Students will create a to-scale event floor plan that meets both the needs of a client and the safety of attendees. |
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| INDICATOR #EM 4: Students will implement planned event. | | |
| SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Assess use of professional skills and attributes in event implementation | | |
| SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Demonstrate teamwork, problem-solving, and decision making skills in implementing planned event | | |
| SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Demonstrate conflict resolution strategies in managing events | | |
| <p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Decision-making/ problem-solving models -Team roles -Responsibilities of working as a team: <ul style="list-style-type: none"> - Service-orientation - Social perceptiveness Conflict resolution and problem solving strategies: <ul style="list-style-type: none"> - "I" statements - assertive vs aggressive - active listening - compromise, accommodation, etc. | <p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Professional skills are needed for a successful event. -Teamwork is a critical component of a successful event. | <p>Do (Application):</p> <ul style="list-style-type: none"> -Complete a self-assessment checklist based on skills practiced during the event. -Illustrate a solution to a given problem during the event. -Keep track of conflicts faced and explain how it was resolved. |

Benchmarks:

Students will be assessed on their ability to:

- Conduct self and peer-evaluations to evaluate effectiveness of collaboration and problem solving of the event.
- Reflect on the self-assessment checklist of professional skills and identify areas for improvement.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA

- LITERACY.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Sample Performance Task Aligned to the Academic Standard(s):

ELA

-Participate in productive discussions related to the implementation of an event and reflect on the effective or ineffective use of teamwork, problem solving, and decision making skills after an event has occurred.

INDICATOR #EM 5: Students will evaluate completed event.

SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Develop a process for event evaluation

SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Draw conclusions regarding effectiveness of event

Knowledge (Factual):

-Examples of evaluation forms and techniques

Understand (Conceptual):

-The event is not over until an evaluation is complete.

-Event planning is only improved through effective evaluation and adjustments.

Do (Application):

-Role play client and event planner roles during the evaluation process.

-Develop an amended proposal

Benchmarks:

Students will be assessed on their ability to:

- Critique the success of the event by reflecting on the evaluation of necessary components.

| Academic Connections | |
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| <p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA</p> <p>- LITERACY.SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Mathematics</p> <p>-HSS.IC.B.6 - Evaluate reports based on data.</p> | <p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>ELA</p> <p>-Given a scenario of an unexpected occurrence during an event, create digital media to demonstrate a change that meets needs.</p> <p>Mathematics</p> <p>-Students will examine data related to a completed event to evaluate the successes and failures of the event.</p> |

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- SDMyLife
- U.S. Department of Labor <https://www.dol.gov/>
- Occupational Safety and Health Administration Laws and Regulations <https://www.osha.gov/law-regs.html>
- American with Disabilities Act <https://www.ada.gov/>
- South Dakota Department of Labor <http://dlr.sd.gov/>
- FCCLA – Hospitality, Tourism and Recreation STAR Event, Life Event Planning STAR Event, Illustrated Talk STAR Event, Career Investigation STAR Event
- SDSU Hospitality Management degree <https://www.sdstate.edu/consumer-sciences/hospitality-management>
- SDSU Events and Facilities minor <https://www.sdstate.edu/consumer-sciences/events-and-facilities-administration-minor>
- Transportation Security Administration (TSA) <https://www.tsa.gov/>